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Part IV contains a historical survey of previous work in physical growth, and Part V a series of tables showing comparative results obtained by investigators of different nationalities for all ages from birth to maturity. An annotated bibliography, alphabetically arranged and containing 911 titles, is included as Part VI. Part VII consists of a series of translation tables giving English equivalents for metric units together with a practical score card for physical records.

In the opinion of the reviewer, the study will go far toward serving the purpose the author intended and will undoubtedly be accepted as a valuable contribution in its field by all who are directly interested in the scientific study of child development and child welfare.

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Method of evaluating textbooks.—The use of objective measurements for the determination of school achievement and general intelligence has attained practically universal recognition. Considerable progress has been made in the application of similar objective methods to the evaluation of certain curriculum materials. The process of evaluating and selecting textbooks is, however, generally carried on without any recognition of possible scientific and objective methods of procedure. In view of the great importance of the selection of proper textbooks, a recent monograph,¹ which proposes a scale for the evaluation of such material, is of considerable interest.

The author gives, in the first half of the book, a general discussion of the textbook problem, covering such topics as the place of the textbook in education, common basis for selection, current methods of selecting and adopting texts, free textbooks, and justifiable standards of selection. He points out that most commonly the basis of selection consists of such factors as the prestige of the author or publisher, the cleverness of the salesman, the gross appearance of the book, the extent of its use, and the low cost. The various agencies employed in the selection are described, the plan of co-operative selection by superintendent and teaching force being discussed in considerable detail and with favorable comment. The advantages and disadvantages of state adoption and of free textbooks are set forth at some length in two chapters.

From this point on, the character of the book changes from a general review of the problem to a statement of specific standards for the selection of books, followed by a series of proposed rating scales. Two types of scales are given. The first consists of a general outline of the elements which should be considered in the examination of all books. Following this is a series of fourteen supplementary scales to be used in the selection of books in particular subjects, such as reading, geography, or history. The nature of these outlines is described in the following paragraph:

¹ C. R. MAXWELL, *The Selection of Textbooks*. Boston: Houghton Mifflin Co. 1921. Pp. x+139.

The outlines are put in the form of a score card under the four heads *excellent*, *good*, *fair*, and *poor*. The person examining the texts should check the items in the appropriate columns. At the end of the examination he is in a position to find which text scores highest. If one wishes, in addition, it is possible to weight the different elements. For example, it might be decided that a total of 1,000 points be given to a text. The headings might be considered: I, 50; II, 250; III, 600; IV, 100. The various subheads in each case could be assigned a score according to one's judgment of their relative values. The relative weight would depend wholly upon personal opinion. There would be no particular objection to the plan if one feels his choice would be better [pp. 76-77].

The outline for the general scale consists of four principal divisions, namely, publication, mechanical construction, content, and use. Under these four headings there are some sixty-five subheadings. The plan is that a rating shall be given upon each of these qualities, the purpose being "to find which text scores highest."

The weakness of the scheme consists in the fact that there is no attempt to give a quantitative measure of the various qualities by which their relative weight may be determined. For example, the quality of the "cover decoration" is placed upon the same level with the "organization" of the book or the "treatment of topics in proportion to their importance." After the scale has been carefully filled out, the person selecting the textbook finds that he has the ratings of excellent, good, fair, or poor upon sixty-five different factors; but he is left entirely to his own judgment as to how the various scores should be balanced. As it stands, the outline is merely a tentative proposal of an evaluating scale, with all of the work of standardizing its elements still to be done. As long as the relative weight of the single factors depends wholly upon personal opinion the outline contributes little. It would be possible, by measuring a large number of books of known value, to assign to each factor quantitative scores based upon actual experiment.

The general discussion in the book is well organized and presents some very significant problems. The analysis of standards of selection is excellent. But the outline scales for the evaluation of texts have not yet arrived.

G. T. B.

Development of public education.—One of the most illuminating and practical fields of study in education is that of the development of public education in the United States. The educational world in general needs to know more about the struggles through which different parts of the country have passed in order to appreciate the problems which now are most urgent and essential to solve. The problems involved in the development of a national system of education cannot be understood without an understanding of the local or state problems of education. It was to make a contribution to this body of information concerning the development of education in the